

**Hyperactivity and Attention Disorders of Childhood. Second Edition**  
**Seija Sandberg, editor. Cambridge University Press, NYC, 2002. 504 pp. \$65.00 USA.**

If you haven't kept abreast of developments in the area of Attention Deficit Hyperactivity Disorder (ADHD) and would like a relatively quick yet comprehensive update this book is probably for you. Moreover, it embodies a balanced perspective between European and North American viewpoints.

The introductory chapter by Sandberg and Barton is particularly enjoyable. It offers a detailed and well-referenced tour de force of the historical developments in syndrome definition and characterization, as well as attributed causality over the course of the past one hundred and fifty years. Chapters 2 and 5 addressing epidemiological aspects and classification issues respectively should be read side-by-side. There is a substantial degree of overlap between these two chapters; albeit, on a positive note, the content is complementary and provides a good contextual understanding of how we got to the current classifications in the Diagnostic and Statistical Manual, IV Ed. and the International Classification of Diseases, 10th Ed.

Chapter 9 is a well-written account of developments in genetics of ADHD, comprising a discussion of progress in genetic epidemiology and molecular genetics ending with a knowledgeable discussion of future directions. In Chapter 10 a comprehensive insight into the neurobiology of ADHD addressing recent developments in brain imaging, neurophysiology, chemistry and neuropharmacology of the disorder is presented in less than 20 pages. Chapters 6 and 7 are also complementary: the first one addresses the neuropsychology of attention from an experimental psychology point of view and the latter addresses the relationship between ADHD and learning disorders. Chapter 4 discusses gender differences and their significance in the identification of ADHD "caseness." Attempts were made to incorporate developmental and psychosocial perspectives; however, in contrast to biologically informed chapters, it became clear that there is ample room for progress in these areas.

The main weakness of the book is the relative lack of information pertaining to therapeutic interventions. Chapter 13 is devoted to the Multimodal Treatment of ADHD (MTA) study as a model of treatment; however, the book fails to address therapeutic options in the context of developmental changes, and a broader discussion of management strategies would have increased its usefulness.

Overall, while parents and lay readers may find the text to be too technical and detailed, this is a good book. It is best suited for mental health professionals seeking a deeper understanding of the syndrome and has some excellent chapters..

**Abel Ickowicz, MD**

**The Development of Emotional Competence**  
**Carolyn Saarni. The Guilford Press, NYC, 1999. 381 pp. \$21.95 USA.**

Carolyn Saarni's book is one of a very practical series of titles by Guilford Press examining emotional and social development. The author stated a number of goals for the book including: writing about emotional development in mid-childhood and adolescence, examining emotion as a part of culture, and establishing a pattern of studying emotion within the lives of children. The book was organized into three parts: research and theories of emotional competence; skill levels of emotional competence and the clinical application of emotional competence.

In the first part, Dr. Saarni defined emotional competence as the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter. She defined emotion as a building block of self-efficacy. She described the use of emotions as a set of skills achieved which then lead to the development of emotional competence. Attainment of the skills of emotional competence is crucial to self-efficacy. Dr. Saarni outlined her theoretical position in relation to theories of emotion and social learning and cognitive development. Her approach to theory in each of these fields was integrative and focussed on self-development with a strong social-constructivist perspective. I enjoyed the culture and folk theories of emotional regulation in chapter three. Also, chapter three contained an interesting section on parent and peer influences on emotional regulation, very useful for child psychiatrists who work to discern abnormal emotional regulation and mood patterns in context.

The bulk of the book was devoted to the eight emotional competence skills:

- Awareness of one's own emotions,
- Ability to discern and understand other's emotions,
- Ability to use the vocabulary of emotion and expression,
- Capacity for empathic involvement,
- Ability to differentiate subjective emotional experience from external emotion expression,
- Adaptive coping with aversive emotions and distressing circumstances,
- Awareness of emotional communication within relationships, and
- Capacity for emotional self-efficacy.

Skills one through six are based on developmental research on emotions but the final two skills are based on her experience as a clinical developmental psychologist. Each chapter contained organizing subtitles and ended with culture, developmental stage and gender information. In keeping with her leanings to Lewis and Michaelson, her most basic skill, 'awareness of one's own emotions,' is one that requires cognitive ability. She stipulated that, to accomplish the first skill, (Lewis' argument) the child must know how the body feels to have an emotion. A child needs to be age four or five to demonstrate this skill reliably. Of all the skills, skill four, the capacity for empathic involvement appears to be an outlier. While the material she presented was interesting to read, the role of empathy as a skill of emotional competence wasn't argued convincingly. On the other hand, skill 7 had a great deal of face validity. It suggested that there is a skill of emotional meta-communication.

A strength of the book is its comprehensive examination of the skills she proposed. She covered many practical issues in emotional competence. The book conveyed a strong sense of children in their world and thus it was easy and enjoyable to read. A limitation of the book related to Dr. Saarni's description of the differences between the theoretical models and how she applied them. There is a distinct difference between the social constructivists and functionalists. If child psychiatrists or residents are not familiar with the difference, this book will confuse their understanding. The former see emotions as arising from the development of cognition and the latter see emotion as not developmentally dependent upon cognition, rather, an organizing principle in development in its own right. Despite this, the effort and breadth of the treatment of emotional competence as illustrated in this book makes it well worth the read.

**Esther Cherland MD**